INDEX

A
Accountability, 69, 95; to vocabulary building, 52
Achatz, G., 218
Achievement gap, 2; bridging, 45–56; classroom discourse, 51–53; and close reading, 54; cross-content connections, maximizing, 53–54; parents, engaging/supporting, 49–51; and school leaders, 54; strategic approach, 47–49; student vocabulary, building, 51–52; text complexity, 46–47; vocabulary instruction, 51–53
Action intros, as team-building activity, 218
Adams, J., 85–86
Adams, M. J., 16
Alexandria Burns Club, 39
Alfaro, C., 98
Anderson, J., 80, 85
Andrew, S., 21
Annotated Curriculum Overview Map, 12, 58, 60
Annotated Lesson Plan Template, 54, 69, 74–76
Annotated Unit Plan Template, 12
Annotation, 109–111; importance of, 111; schoolwide support for, 111
Appetizers, 2, 99; close reading strategies, 107–127; Common Core Standards, 101–106
Argument versus evidence, 131–145; distinguishing arguments from examples of evidence, 133–135; distinguishing between, 131–145; generation of arguments, 140–141; identifying arguments and their relevant evidence, 135–136; question generation followed by research/argument building, 116, 143–144; question generation warranting research/debate, 142–143; supporting arguments with relevant evidence and explanation, 136–140; supporting arguments with relevant evidence and explanation, 136–140
Aristotle, 73

B
Back-to-back drawing, as team-building activity, 217
Bambrick-Santoyo, P., 48, 54, 56, 161
Basic Ingredients, 5–98; bridging the gap when students do not reach grade
Basic Ingredients (continued)
level, 45–56; lesson planning, 73–98; schoolwide approaches to reading, 15–44; strategic action planning, 7–13; unit planning, 57–72
Beck, I. L., 52, 59, 88
Beers, K., 124
Blank Lesson Plan Template, 69, 74
Blank Unit Plan Template, 52, 64
Blog Model, 223
Blog Submission Form, 224
Bloom’s Taxonomy, 52, 62, 72, 75, 77, 79
Book commercial: guidelines/suggestions/helpful hints, 33; Ready! Set! Share! project, 32–33
Book commercial project/Ready! Set! Share!, 225–226
Book Frenzy activity, 25
Book Whisperer, The (Miller), 19, 22, 25
Books for Boys: A Reading List (online resource), 23
Boy Book of the Month (online resource), 23
“Breakup Letter,” 30–31
Bridging gaps, See Achievement gap
Bringing Words to Life (Beck/McKeown/Kucan), 52, 88
Building Excellent Schools (BES), 21
Burns, R., 39

C
Cage-Busting Leadership (Hess), 54
Calendar, plugging routine items into, 70
Calkins, L., 16, 126, 166
Career Readiness Anchor Standards for Reading, 168
Chall, J. S., 16
Characterization methods, See DDAT
Close reading, 54
Close reading strategies, 107–127; annotation, 109–111; cold-calling on students, 125; DDAT, 112–114; directing students to form pairs/trios, 125; discussing questions with student partners, 125; quadrant analysis, 108–109; Question-Inference-Evidence and Explanation Organizer Model, 117–124; questions, asking, 116–117, 124; reflecting on the process, 125; skimming, 111–112; text dependent, use of term, 114–115
Cold-calling, 51, 125
College and Career Readiness Anchor Standards for Reading, 15
Collins, J., 21
Common Core Curriculum Mapping Project, 12, 58
Common Core Reading Standards, 168
Common Core Standards, 79, 101–106; outlining your first unit, 104–105; Reading: Informational Texts (RIT) Standards, 101–102; staff training, 102–104; Website, 9; Writing Standards 5.9, 101
Common Core Standards Website, download site, 46
Common Core State Standards, studying, 58
Conard, S. S., 16
Condensing text, 89
Condie, A., 23
Context clues, and word definitions, 52
Context, lack of, 149, 150–151
“Copy the error” syndrome, 85
corestandards.org, 15–16
Critical reading skills, 66, 247–249
Cross-content connections, maximizing, 53–54
Crucible, The (Miller), 66, 68
Curriculum design, key steps in, 58
Curriculum development training, 58
Curriculum overview maps: annotations, 60–61; creating for each course, 58–59; sample, 61–62
Curriculum resources: online, 12–13; sample unit maps, 12; standards and assessment, 11–12; unit planning templates, 12

D
Davis, R., 25
DDAT, 66, 112–114
DEAR period, 21, 23
Democracy Prep Charter Schools, 21, 23
Desserts, 2–3, 181; appendix, 183–186;
SRT Checkout Form, 213; SRT incentives, overview of, 216; SRT projects, overview of, 216–217; SRT Reading Log, 214–215; SRT reading tracker, 211–212; Strategic Reading Time (SRT) Users’ Manual, 184–186; team-building activities, 217–228; top 50 annotated recommended reading list, 204–210
Dickens, C., 78
Direct characterization, 113
District-level support, and family engagement practices, 50
Do Nows: designing, 84–85; general rules for, 84–85; and objectives, 85; Sample Vocabulary Practice Do Now, 88
Document-based question approach, 159–162; how/why to take, 160–162; simplicity of, 161; topic-driven versus question-driven assignments, 159–160
Dryden, J., 73

E
Education Week, 12
Edwards, J., 67
Effective writing, skills required for, 132–133
Ehrenworth, M., 16, 166
Ehrgood, K., 50
Eisley, L., 19
ELA Common Core Standards, 17, 46, 55, 82, 99, 101, 103, 129, 142, 168; comparing/contrasting standards for literature and informational text, 168–170; trajectory analysis, 163–166; translating for actual use, 163–179; unpacking standards, 166–168
“Electric Ben Franklin: Franklin’s Contributions to the Conference on February 17 (III) Fri, Feb 17, 1775,” 88, 97
Emerson, R. W., 86
End-of-year Reading Survey, 232
Entrees, 2; argument versus evidence, 131–145; document-based questions, 159–162; open-ended response writing, 153–157; Quote Sandwiches, 147–151; unpacked standards, models of, 170–179
Exit tickets (slips), 92–93
Extrapolating from information, and inference, 86

F
Family Engagement Initiative, 49–50
FANBOYS, 80, 97
Farr, S., 90
First unit plan: drafting, 59–60
Fisher, D., 54, 73, 76, 90, 91, 98, 111, 126
The “Five-Finger Rule,” 25, 220
Flamboyan Foundation: and fostering of family engagement practices, 50
Flipped classroom, 76, 94
“Flipped Classroom, The: Turning the Traditional Classroom on Its Head,” 76
Follow-up inference question, defined, 86
“For Parents” TLC, 50–51
Franklin, B., 88, 89
Frey, N., 54, 73, 76, 90, 91, 98, 111, 126
From-units-to-lessons logistics, 69–70
G
Gabriel, T., 57
Gawande, A., 20
Genre: autobiography, 231; biography, 230; characteristics of, 228–231; defined, 229; expanding students’ knowledge of, 110; fantasy, 229; historical fiction, 230; memoir, 231; mystery, 230; poetry, 229; realistic fiction, 229–230; science fiction, 229; teachers’ guide, 229–231
George, E., 21, 22, 23, 93
Gestures: demonstrating a word with, 52
Gibbons, C., 22
Goldstein, M., 57
Good to Great (Collins), 21
GoodReads, 22
Goudvis, A., 142
Grade level: bridging the gap when students are not on, 45–56
Great Habits, Great Readers: A Practical Guide for K–4 Reading in the Light of Common Core (Bambrick-Santoyo/Settles/Worrell), 48
H
Harris, S. H., 16
Harvey, S., 142
Hayes, D. P., 16
Heller, J., 20
Hess, F. M., 8, 54
Hinton, S. E., 112
Hirsch, E. D., 15, 19
Holz-Russell, K., 23
Homework, 93–95; Homework Club, 94; schoolwide policies, 94
Hope in the Unseen (Suskind), 67, 68
Hosseini, K., 78
Hot Zone, The, 17
How to Differentiate Instruction in Mixed-Ability Classrooms (Tomlinson), 76
“How to Find the Topic Sentence” handout, 137
Human Frailty project, 68
I
“I Do, We Do, You Do” pattern, 90–92
“In order to” versus “by,” use of term, 81
“Independent Reading” page, The Literacy Cookbook, 34
Indirect characterization, 113
Inference, 66; and character-based questions, 89; and extrapolating from information, 86; of the main idea or argument, 88–89; without evidence/explanation, 122
Inference questions, 153
Inquiry, 124–125
Irving, J., 20
J
James, H., 86
Journal Writing Rubric, 28, 29
K
K–12 ELA Common Core Standards Tracking Spreadsheet, 9–11, 60, 63
K–12 ELA Common Core Tracking Spreadsheet, 60
Key resources: identification of, 2
Key words/key clues, 89
Kidnapping your students, use of term, 76–77
Kite Runner, The (Hosseini), 78
Kokonas, N., 218
Kucan, L., 52, 59, 88

L
Lack of context, 149, 150–151
Lapp, D., 54, 111
Lead-up activities: plugging into calendar, 70
Lehman, C., 16, 166
Lemov, D., 76, 85, 90, 91, 92, 93, 126
Lesson Plan Template: blank, 69, 74
Lesson planning, 2, 73–98; annotated template, 74–76; habits, importance of, 73–74; with metaphors, 82–84
Leverage Leadership (Bambrick-Santoyo), 54
Life, On the Line (Achatz/Kokonas), 218
Light, R. J., 93
Lightning Thief, The (Riordan), 117
Literacy Cookbook Blog, The, 3
Literacy Cookbook, The (TLC), 3, 5, 12–13, 15, 28, 48, 51, 52, 58, 60, 101–104, 131, 137, 139, 142, 155
Literacy Cookbook (TLC) Website, 3, 12, 247; free trial membership, 247; navigating, 248–249; using, 247–249
“Lost Art of Teaching Soundly Structured Lessons, The” (Schmoker), 73–74

M
Major assessments/projects, plugging deadlines into calendar, 70
Marzano, R. J., 92
McKeown, M. G., 52, 59, 88
McLeod Assessment of Reading Comprehension, 25
McTighe, J., 51, 58, 62, 64, 87
Mechanically Inclined (Anderson), 85
Metaphors, and objectives, 82–84
Miller, A., 25, 50, 61, 66, 67, 68, 78, 89, 123–124, 124
Miller, D., 19–20, 22, 24–25
MLA format, 222
Myers, W. D., 17

N
National Governors Association Center for Best Practices, 9
Nicosia, J., 22
Nonfiction book talk project, 227
North Star Academy (Newark, New Jersey), 84, 111
Notice and Note (Beers/Probst), 124

O
Objectives: and Do Nows, 85; and metaphors, 82–84; using to strengthen reading skills, 85–89
Online curriculum resources, 12–13
Open-ended response rubric, 155–157

P
Palacio, R. J., 23
Paraphrasing, 51, 66, 85–86
PARCC, 12
Parents, engaging/supporting, 49–51
Peiser, B., 57
Practice, 85
Preston, R., 17, 52
Principals, and family engagement practices, 50
Probst, R. E., 124

Q
Quadrant analysis, 66, 89, 108–109
Question-driven assignments, 159–160
Question-Inference-Evidence and Explanation Model Lesson Plan, 54, 69, 74, 117
Question-Inference-Evidence and Explanation Organizer Model: completing, 122; example, 120–124; explanations versus evidence, 122; inferences, 122; lesson plan, 117–120; page number citations, 123; questions, organization of, 122; unanswered questions, 122–123
Questions: discussing with student partners, 125; Question-Inference-Evidence and Explanation Organizer Model, 117–124
Quotation sandwich paragraphs, 66
Quotations, and inference skills, 86
“Quotations Book,” 86
“Quotations Page, The,” 86
Quote Sandwiches, 147–151; context, drawing a picture of, 150; context, lack of, 149, 150–151; evidence restating the facts, 149; examples/non-examples of, 148–150

R
RACER acronym, 154–155
RAGE, defined, 66
“Range of Reading and Level of Text Complexity” (Standard 10), 15
Reader Response Journal Assignments (Breakup Letter to a Book), 222
Reading: book commercial project/ Ready! Set! Share!, 32–33; “Breakup Letter,” 30–31; human resources, 18–24; Reader Response Journal Assignments or Breakup Letter assignment, 27–28; schoolwide reading initiatives, 15–44; Speed Dating with a Book form, 26; strategic reading and writing class, 24–28; Strategic Reading and Writing: Curriculum Overview Map, 33–36; text selection for K–12, 15–18
Reading Informational Text Standard 10, 15–16
Reading Informational Texts (RIT) Standards, 101–102; paraphrasing the standard, 102; teaching key critical skills, 102
Reading Interest Survey, 219
Reading literature standards, genres mentioned in, 18
Reading skills: inference, 86; paraphrasing, 85–86; summarizing/infering the main idea or argument, 88–89; using objectives to strength, 85–89; vocabulary in context, 86–88
Reading Standards for Literature, 168–169
Reading without Limits (Witter), 15
Re replication: as team-building activity, 218
Richardson, D., 30
Rigorous, Purposeful, Measurable (RPM) objectives, 77–78, 109; creating, 77–78; measureable, 82; purpose, 80–82; rigor, 78–79, 81–82; specific objectives, 82
Riordan, R., 117
RIT Standard 1: trajectory model of, 164–166
RIT standards: Reading Anchor Standard 1, 233; Reading Anchor Standard 2, 234; Reading Anchor Standard 3, 235; Reading Anchor Standard 4, 236; Reading Anchor Standard 5, 237; Reading Anchor Standard 6, 238; Reading Anchor Standard 7, 239; Reading Anchor Standard 8, 240; Reading Anchor Standard 9, 241; Reading Anchor Standard 10, 242; trajectory analysis charts for, 233–242
RL (Reading for Literature), 168–169
“Root of the Week” approach, 52, 87
“ROOTS Cede-Ceed Hypothesis Sheet,” 87
Roth, A., 21, 23
Routine items, plugging into the calendar, 70
RPM objectives, creating, 77–78; examples of, 78
Rubric, open-ended response writing, 155–157

S
Sachar, L., 17
Salinger, J. D., 134, 149
Sample Grade 10 ELA Research Paper Unit, 60
Sample Grade 11 ELA Curriculum Overview Map, 50, 54, 61, 65
Sample Grade 11 ELA Unit Plan, 65–69
Sample unit maps, 12
Sample Vocabulary Practice Do Now, 88
Schmoker, M., 74–75
School leaders, and the achievement gap, 54
Schoolwide reading initiatives, 2, 15–44
Schoolwide support, and family engagement practices, 50
Settles, A., 48, 161
Shakespeare, W., 17
Shrinking text, 89
“Sinners in the Hands of an Angry God” (Edwards), 67, 68
6–12 CCS for Literacy in History, Science, Technical Subjects Tracking Spreadsheet, 9, 60
Skimming, 111–112
Small-group discussions, 23
Smarter Balanced Assessments, 12
“Somewhere in the Darkness—Do Now,” 88
Speck, C., 20
“Speed Dating with a Book,” 24, 26; form, 26, 50, 221
Spinelli, J., 17, 79
SRT Checkout Form, 213
SRT incentives, overview of, 216
SRT projects, overview of, 216–217
SRT reading tracker, 211–212; checkout form, 213; SRT reading log, 214–215
Strategic action planning, 2, 7–13; curriculum resources, 11–13; keeping track of standards, 9–11; keeping track of the standards, 9–11; 6–12 CCS for Literacy in History, Science, Technical Subjects Tracking Spreadsheet, 9; template to facilitate the action-planning process, 7–8
Strategic Reading and Writing class: book commercial project, 32–33; challenges, 39–40; curriculum overview map, 34–36; logistics, 37–38; positive effect on school culture, 36; reader response journal assignments or breakup letter, 27–31; speed dating
Strategic Reading and Writing class:
(continued)
with a book, 26; student resources, 39;
teacher resources, 39; teacher training
and support, 38–39; weekly sched-
ule, 24
Strategic Reading and Writing: Curricu-
ulum Overview Map, 34–36; reading,
34; writing, 35
“Strategic Reading and Writing: Speed
Dating with a Book” form, 26
“Strategic Reading and Writing: Reader
Response Journal Assignments or
Breakup Letter to a Book,” 27–31
“Strategic Reading and Writing: Book
Commercials,” 31
Strategic Reading Time (SRT): book rec-
ommendations, sharing, 39; budgetary
needs, anticipating, 38; challenges to
anticipate, 40; daily/weekly schedule,
establishing, 37; incentives program,
38–39; librarian’s support, enlisting,
37; starter kit, 38; student resources,
39; teacher resources, 39; teacher
teams, organizing, 37; teacher train-
ing/support, 38
Strategic Reading Time (SRT) Users’
Manual: week 1, 187–190; week 2,
191–194; week 3, 195–196; week
4, 197–198; week 5, 199–200; week
6, 201–202; weeks 7 and beyond,
202–203
“Strategic Reading Time Users’ Manual,”
22
STRIVE Preparatory Charter Schools
(Denver CO), 22–23
Student engagement, 51
Student vocabulary: building, 51–52;
instruction, 51–53; “Root of the Week”
approach, 52
Summarizing/inferring the main idea or
argument, 88–89
Survival scenario, as team-building activ-
ity, 217–218
Suskind, R., 67
SWBAT, defined, 78
TLC “Standards” page, 9, 12, 52, 63, 163, 165, 168, 233
TLC “Templates for Lessons & Units” page, 54, 63, 65
Tomlinson, C. A., 76
Topic-driven assignments, 159–160
Topic sentence, how to find, 137–138
Trajectory analysis, 163–166; chart comparing RL and RIT standards, 168;
charts for RIT standards, 233–242
Trouble with Boys, The (Tyre), 16
Twain, M., 89
Tyre, P., 16

U
Understanding by Design (Wiggins/ McTighe), 60, 62, 64
Unit maps, online editions of, 71
Unit Plan Template: annotations, 62–63; blank, 63–64
Unit planning, 2, 57–72; engaging/supporting parents, 49–51; identifying major assessments/projects in, 70; templates, 12
Unpacked standards: grades 6–8 models, 175–177; grades 9–12 models, 177;
grades K–2 models of, 170–172; models of, 170–179; RIT.2.2 unpacked, 172; RIT.3.3 unpacked, 173; RIT.8.6 unpacked, 177; RIT.9–10.8 models, 178; standard W.1.1 unpacked, 170–171; W.3.3 unpacked, 174–175; W.6.2 unpacked, 175–176; W.11–12.7 unpacked, 178–179
“Unpacking the Standards Organizer,” 167
“Unpacking the Standards: RIT 6.1 Model,” 167

V
Vertical articulation meetings, 58
Vocabulary: building, 51–52; in context, 66, 86–88; instruction, 51–53; “Root of the Week” approach, 52, 87; “Root of the Week” hypothesis sheet, 87; Somewhere in the Darkness—Do Now, 88
Vocabulary practice Do Now (sample), 88

W
Wiggins, G., 51, 58, 62, 64, 86
Witter, M., 15
Wodehouse, P. G., 20
Wolfe, M. F., 16
Wolfer, L. T., 16
Woodfine, J., 30
Woolway, E., 85
Worrell, J., 48, 161

Y
Yezzi, Katie, 85